CHILDREN'S CLOTHES WILL SHOW FEWER ABSURDITIES

The Uncomfortably Befrilled and Beflounced Little Girl Now the Exception Rather Than the Rule

By ELEANOR HOYT BRAINERD.

THE children's clothes are adorable nowadays. They have a way of being adorable even when fashion plots against them, but gradually we have grown to a better understanding of good taste in children's dress, and there are fewer offences against that good taste than there once were.

To be sure one runs across absurdities even now, and the popularity of taffeta and the prevalence of a certain sort of fluffiness and fussiness in this season's clothing for grownups have led some misguided manufacturers and designers to bring out a few ridiculously pretentious and unchildlike models for little children, but these mistakes are the exception rather than the rule, and we are not likely to see many little girls decked out in taffeta, frilled and puffed and rimmed and flounced and ornamented with little flowers.

No; simplicity is the keynote of the smartest clothes for children, and to achieve originality without departing from that simplicity is the eternal problem of the designers. The French makers frequently overshoot the mark in that matter of originality, and the French child's frock is, with apologies to Lanvin and others, likely to smack overmuch of sophistication in its simplicity, but there are charming little models sent over from Paris and there are more designed here, and the woman who can walk through the children's wear department of any good shop without a reckless envy of the little old woman who lived in a shoe isn't normal.

In lines there is nothing really new for the very small girl. The clothes of her sister of ten or twelve show in many ways the influence of modes for grownups, but the child under 6 wears her dresses cut on very much the same lines as those of other years, and it is in the details that one must find novelty.

Colors, materials, tricks of finish and trimming, all these hold faint echoes of the grownup world. These dainty colorings and gay effects which womankind is taking so bravely are often just the thing for the children. Soft bright pinks and blues are more numerous in all sorts of materials than they have been in many years and they are, par excellence, the children's colors. Some of the lovely yellows are good, too, and the stripes and checks, which are so much more attractive than usual, have their uses in connection with child clothes, though plain color is almost always more becoming to a small child than fancy effects and smarter as well.

Materials very popular with older folk are in some cases suitable for the children also. Taffeta, though not very desirable for the little girl's frock, makes a delightful little coat, if properly handled and made simply enough to remove the curse of its dressiness. An attractive and babyish coat of pure pink taffeta, simply finished with folds and cords and provided with a deep collar and little cuffs of cream Georgette delicately embroidered, may not be extraordinarily practical but it is remarkably pretty.

Pale pink crepe de chine with collar and trimming frills of pink Georgette is another French version of the tiny girl's coat and has no hint of over-elaborateness.

Georgette in light colors has evidently appealed to the designers for children as to the designers for adults, and there are some exquisite little party frocks for girls of from five to ten years that are made entirely of pale pink Georgette and quite untrimmed, aside from tucks or shirrings or plaitings of the Georgette. One such frock has a skirt with deep flounce trimmed in tucks running round. Over this falls a long smock or Russian blouse, laid from top to bottom in little box plaits loosely girdled by a scarf sash and with a plaited frill collar and sleeve finish of the pink Georgette.

This Russian smock type of frock is being used rather more than usual—any thin, soft, silk crepe in dainty color smocked on shoulders or yoke and at the wrists, girdled loosely and worn over a simple full skirt makes a very likable little dress.

In line with these smocked arrangements are all sorts of variations on the middy blouse idea, many of them slipping on over the head and lacing a little down the front. On the one piece frocks, whether practical play frocks of chambray and gingham, &c., or the dressier models in fine dotted swiss and sheer cottons and linens, smocking is an important factor and in many instances furnishes the only touch of trimming. The one piece dress is in straight form from shoulders or yoke, or has a high but unconfined waist line. Our sketches illustrate some of the arrangements adopted by the designers.

The trimming of thin stuff with linen, pique or other heavier material is adapted for children's purposes as well as for the clothes of older folk, and some excellent results are obtained in this way, especially by using gay colored linen on thin white.

One of the little one piece models sketched for this page was of thin soft white with a bottom band, collar and cuffs of heavy white linen. The edges of the linen were scalloped and button holed in blue, there was a little blue smocking on each side of the front and little bows and ends of blue ribbon were posed on the shirred pockets and under the collar front.

Funny but delectable little, loose sack effects are introduced upon some of the newest models, as in the two piece dress of rose pink handkerchief linen whose short loose smock or sack and simple skirt are scalloped around the bottom and bound in ecru linon.

Finely dotted white swiss is the material of some of the prettiest white frocks and fine baby Irish lace is, once more, liked for trimming such models, while the dressy frocks of plain, white, sheer stuffs usually are elaborated by hand embroidery of a delicate trailing kind and valenciennes lace.

Little girls' dresses of dotted swiss, colored linen voile and silk.

New Ideas in Child Culture Tried in School on the Vanderlip Estate

Mrs. Vanderlip Gives Some Interesting Details of Unusual Study Plan for Boys and Girls

PEOPLE in Westchester county are very much interested in a building which Mr. and Mrs. Frank A. Vanderlip are about to erect on their estate at Scarborough. The new building is to house a school which has already been in existence three years, with its base of operations in a studio cottage on the Vanderlip property.

Mr. Vanderlip, as the president of the National City Bank, has, of course, been known heretofore as a financier rather than as an exponent of novel educational ideas. The school is nevertheless the result of some very definite ideas about the education of children which are shared by Mr. and Mrs. Vanderlip. Three years ago these ideas became objective when they began to solve the problem of the education of their own children—they have six, four of whom are old enough to go to school.

They believe in coeducation. Boys and girls are reared together in the home and they should be educated together, having the same studies, with some slight differences in manual training and physical exercise. They believe also that children, especially young children, should not be too much separated from the home environment. All this led to the idea that they might have a school of their own right there at Scarborough and that some of the other families in Westchester would like to share it with them for the benefit of their children.

"The educational system of our school is founded on motivation," said Mrs. Vanderlip to a representative of THE SUNDAY SUN. "The theory of motivation is that instead of cramming children's memory with facts primitive human motives should be utilized to create an interest in learning facts, so that knowledge will come about naturally instead of by methods that are at best artificial and strained.

"For example a man who was teaching geometry divided his class into two parts. One half of the class buried a treasure and then gave to the other half of the class a diagram of its hiding place which could only be worked out by accurate mathematical rules. Of course the children solved the problem and knowledge gained in that way is not soon forgotten.

"In our own school we sometimes give parties. The children thus learn how to write invitations, how to spell, and they learn mathematics by solving the problem of how much ice cream will be required for forty mothers if one mother eats a certain amount. It sounds simple, but it is very effective.

"We have both men and women teachers for the same reason that we believe in coeducation. We want both influences. There is nothing faddish about the school or our methods. In fact," she continued, smiling, "I am afraid that Mr. Vanderlip and I are much more faddish than any of our teachers.

"We hope to have a thoroughly modern school in every way. Our school is only one example of many in the country which are trying to arrive at new ideals in education. This is a period of great agitation on the subject of vitalizing schools. There is a fast growing belief in both public and private educational institutions that the school has a higher mission in developing originality in the mind of the scholar than in simply cultivating it along classic lines."

The first problem of the school was of course to find a suitable head instructor or principal. One was discovered in the person of Miss Elizabeth Moseley Dean, a Radcliffe graduate, who was teaching in a private school in Boston. She came and established the system which is now in effect in the cottage school and will be continued on a larger scale in the new building which is to be erected soon.

The plans of the architect, W. W. Bosworth, are complete and a little model of the school is in the library of the Vanderlip home at Scarborough. The building is to be of white stucco in Greek design. Two long wings will stretch out 268 feet on either side of the pillared entrance, one of which will contain the class and recitation rooms, the other a gymnasium. In the centre at the rear will be a theatre with a stage equipped both for motion pictures and for the spoken drama.

The gymnasium will be equipped with lockers and showers and besides the ordinary classrooms there will be two science rooms and a manual training room.

Miss Dean is a good type of the American college girl and intensely interested in her work.

"The plan of the school is decidedly democratic," she said. "Of course the number of pupils is limited. When I started three years ago we had twenty children. This year there are thirty-seven, and when the new building is completed we will be able to accommodate one hundred. There is no idea of increasing this number.

"The parents pay a tuition fee, but it is a moderate sum, and the limitations of the school are really more geographical than either social or financial. Most of the children come from the homes of people socially or financially prominent, but not all. The children of the superintendent and the head gardener of the Vanderlip estate have been enrolled in the school since its beginning, and we have always made provision for a few scholarships.

"The children all have the same advantage in attending the school that is enjoyed by the Vanderlip children—that of going to a school with high ideals of scholarship and child training and at the same time of living at home under the direct influence of their own parents. They come by train or in motors. The school is only five minutes walk from the Scarborough station.

"The week is divided into long and short sessions. The children remain until 4 o'clock on Monday, Wednesday and Thursday, but only until half past 12 on Tuesday and Friday. This enables them to have three whole afternoons a week in their own homes or to take care of dental appointments and other things which might mean absence from school under the ordinary plan.

"In the matter of physical training the school offers unusual advantages. There is a big swimming pool on the estate said to be the most beautiful outdoor pool in America. It is ninety feet long, the depth graduated from nine feet at the deepest end; then there is the pond for hockey and skating in winter, and Mr. Vanderlip has recently increased his stables so that those who wish can have instruction in riding.

"From the first I have worked with an advisory board consisting of Mr. Vanderlip, Dr. Henry S. Pritchett, president of the Carnegie Foundation; Prof. Le Baron R. Briggs, dean of the faculty of arts and sciences of Harvard University; Fred K. Perry Fish, chairman of the State Board of Education of Massachusetts, and the Rev. Prof. W. W. Rockwell of the Union Theological Seminary. These men have all aided in the establishment of the educational policy of the school from the first, but after we get the new building my teaching staff is to be increased, and it is probable that they will not be called in so often, though their advice and counsel will always be valued.

"The school includes ordinary primary and grade studies as well as high school and college preparatory work. The graduates of the school will be equipped to enter college at once. In addition such things as carpentry, art, singing, languages, &c., are being taught.

"The children come from as far north as Croton; some are from Tarrytown and Dobbs Ferry. The children of Mr. and Mrs. E. W. Harden, Theodore Douglas, W. S. Kies, V. Everit Macy, Kenneth Ives and David Milton are among those now enrolled."

The children were seen after school hours and proved to be all th[illegible] dren should be—healthy, [illegible] cheeked, simply [illegible] enough to be normal. [illegible] brown legs showed above [illegible] and their eyes shone with [illegible] not so much because [illegible] ever, though that is [illegible] desired even in the [illegible] school, as through sheer [illegible] alive. They were a [illegible] to the success of Mr. [illegible] derlip's ideas of child c[illegible]

Mrs. Frank A. Vanderlip.

Photo by [illegible]

WOMAN'S BRILLIANT WORK IN SCIENCE WINS HER PLACE ON THE YALE FACULTY

COMMENCEMENT guests at New Haven looking for changes and advances in man traditioned Yale will find of no slight interest the fact that the university now has a woman on its faculty. She is Dr. Rhoda Erdmann, who has been appointed lecturer in biology in the graduate school for 1916-1917. In the entire history of Yale she is the first woman to break through the barriers and be elected to such a position.

Dr. Erdmann's workshop is in Osborn Laboratory, which rises from one corner of the picturesque old Hillhouse estate. We cross a wide stretch of emerald lawn, climb several flights of fireproof stairs, traverse an echoy corridor smelling of chemicals and knock on a door half way down.

"Come in!"

And we find ourselves in the doctor's presence. We gain an impression of rare sympathy and intelligence, as, clad in a long laboratory apron, she crosses the room to meet us.

"You wish to see the laboratory?"

Of course we do, though our main desire is to see the woman whose perseverance and ability have won her a place in the sun with the men.

On the slide of the powerful Zeiss microscope in the window are some infinitesimal animals. They belong to the famous paramecium races of Prof. L. L. Woodruff. For the past three years as Theresa Seessel research fellow she has been studying these minute bacteria from the point of view of sex. There is no race suicide among paramecia. They have a new family every day. It is very interesting to note the manner in which they achieve this feat by the simple process of splitting themselves into parts.

While we examine some colored pictures of the paramecia made by the laboratory artist and reproduced in Paris the doctor serves us a beaker of tea made over a Bunsen burner and then takes us across the hall into a hot, double doored incubator room, where the paramecia dwell, each family in a separate test tube. They require great care; bouillon dropped from a pipette every morning for breakfast, and excellent janitor service.

The doctor closes their door hurriedly and takes us into another room in which she keeps her white mice. These have been inoculated with a disease akin to the sleeping sickness in man. Some are staggering about trying to play; others, in more advanced stages, have wholly succumbed and lie in a stupor on the floor of the cage. Dr. Erdmann bends over them with professional concern and is about to explain the practical application of her experiment when a laboratory assistant appears in the doorway and she is summoned to another part of the building. She leaves us with a hearty handshake and we find our way down stairs and to the Whitney avenue car, not much wiser in the field of science than when we came.

Dr. Erdmann had distinguished herself before coming to Yale. It is interesting to note that her grandfathers on both sides were noted scientists. When she decided to study biology her father, a professor of history in Hamburg, was opposed to it. She had been the housekeeper for several years, bringing up a family of younger brothers and sisters, and he was quite satisfied with the existing regime. However, she borrowed money from a friend and struck for herself.

She studied zoology, botany and mathematics in Berlin from 1903 to 1905. She went to Zurich during the winters of 1904-06 to work under the famous comparative anatomist Prof. A. Lang. In the summer of 1906 she completed her studies in Marburg, working especially in embryology. From the winter of 1906 until the spring of 1908 she prepared herself for the degree of Ph. D. at Munich under the guidance of the famous zoologist Richard von Hertwig. She took her degree of Ph. D., magna cum laude, in 1908 in zoology, botany and mathematics.

The year 1908-09 she spent in preparation for her examination for State teacher in biology, mathematics and physics, passing this examination in the spring of 1909, and thereby acquired the right to teach the above mentioned subjects as "Oberlehrer." Meanwhile she began research work in Berlin at the Institute for Infectious Diseases, Robert Koch director, where she remained until 1913. The Government twice gave her opportunity and money to do research work at the zoological station at Naples, in 1911 and 1913.

In October, 1913, she went to Yale University to investigate the famous paramecium races of Prof. Woodruff from a cytological point of view. She held in Yale from 1913-1916 three successive times the Theresa Seessel research fellowship.

Dr. Rhoda Erdmann, lecturer in biology at Yale.